DOCUMENT RESUME

ED 359 099 SO 022 813

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TITLE [KIDS Consortium and Related Materials.]
INSTITUTION Kids Consortium, Augusta, ME.
PUB DATE [92]
NOTE 30p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Citizen Participation; Community Development; *Community Planning; Elementary Secondary Education; Public Policy; *Student Volunteers; Youth Opportunities; *Youth Programs
IDENTIFIERS *KIDS Consortium ME; *Maine

ABSTRACT

The KIDS Consortium is a private, non-profit organization that seeks to promote, facilitate, and institutionalize the involvement of children and youth in their communities in Maine. Kids as Planners, the central program of the KIDS Consortium, gives students the opportunity to become apprentice citizens by working with adult citizens in hands-on activities. These materials include newsletters, and journal and newspaper articles that describe the involvement of Maine youth in community planning through the Kids as Planners program and other programs. (DB)

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KIDS Consortium

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KIDS Consortium - abstract by David O. Willauer, Project Coordinator

The KIDS (Kids Involved Doing Service) Consortium is a private, **non-profit** organization that seeks to promote, facilitate and institutionalize the **involvement** of children and youth in their communities. In pursuit of this goal the Consortium (1) provides **technical assistance** and **educational materials** to schools and communities, (2) publishes a quarterly **newsletter**, (3) conducts regular **workshops** for schools and communities, (4) conducts **research** into youth **empowerment** and provides program **evaluations.**

Kids as Planners, the central program of the KIDS Consortium, gives students an opportunity to become **apprentice citizens** using the **town as the text.** The **apprenticeship** model brings children together to work with citizens in **hands on activities.** Research into **experiential learning** has supported the fact that children **learn best by doing.**

The KIDS Consortium currently manages a pilot program in Bath, Maine, where 7 classes of students from grades 3-12 are participating in sections of the city comprehensive planning process. There are 12 other Kids as Planners initiatives in Maine.

A powerful **prevention model**, Kids as Planners treats **at-risk** children without segregating or labeling them. Children who learn the skills needed to make a difference will develop attitudes and engage in behaviors which are **empowering** and **constructive.** An increased sense of capability, responsibility and respectability results in decreased rates of substance abuse and other problems such as dropping out and vandalism. The program **increases the self-esteem** of children, creates **positive peer groups** and encourages **team activities** within the community. Articles on the Kids as Planners program have been published in Insights (The Prevention Center, Boulder, Colorado), SADAMS (The Health Policy Report, Washington, D.C.) and the Generator (The National Service Leadership Center, Roseville, Minnesota).

Kids as Planners connects students with **real community issues.** Town planners and municipal officials can enhance their **citizen participation** by involving youth in the **community comprehensive planning process.** Planners bring relevance to the everyday classroom activities by including students in the process of evaluating issues such as future **land use planning**, developing **maps** and working with **citizen committees** and taking part in **community service projects.** Articles from planning publications include Kid Planners The American Planning Association Magazine, Chicago, Illinois), Kids as Planners (The Yankee Planner, New England Chapter of the APA), and Kids as Planners (MAP News, Maine Association of Planners).

Environmental educators support the Kids as Planners model as a means to **raise community awareness** of environmental issues and **promote global stewardship.** The Environmental Protection Agency has provided funding and support for the Kids as Planners program to develop pilot programs in two Casco Bay Estuary communities.

WHAT IS THE KIDS CONSORTIUM?

The KIDS (Kids Involved Doing Service) Consortium is a non-profit organization started in 1989 to develop and promote innovative programs that involve youth in activities such as the community planning process.

WHAT IS ITS MISSION?

The Kids Consortium seeks to involve students from K-12 in their communities. Studies show and research substantiates that children who learn the skills needed to make a difference in their town will develop attitudes and engage in behaviors which are empowering and constructive. Children are our most valuble resource: it is time we started treated them as such.

WHAT IS THE CENTRAL PROGRAM?

The central program, Kids as Planners, gives students opportunities to participate in community planning activities as apprentice citizens where the classroom is expanded to include the town. Working with members of their community, students work in teams on sections of their town plan and present their findings to the planning board and/or comprehensive plan committee.

WHAT SERVICES DOES THE CONSORTIUM PROVIDE TO THE PUBLIC?

1) technical assistance to teachers, planners and interested citizens regarding the Kids as Planners program. We visit schools and communities interested in learning more about the program.

2) workshops to teachers and planners and interested citizens on a regional basis to train participants in methods of adapting the Kids as Planners process to existing school curricula.

3) a quarterly newsletter updating people on the status of pilot projects, recent press releases and new initiatives in other communities.

WHO CAN I CONTACT FOR MORE INFORMATION?

For more information on the **KIDS Consortium** and/or specific **Kids as Planners** initiatives, contact:

Marvin Rosenblum, Executive Director at 633-3152 or

David O. Willauer, Project Coordinator, at 289-6812

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Augusta, ME
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207-289-6810 (fax)

KIDS Consortium **PUBLICATIONS** 1991-92

Publication	**Date**	**Organization**
Nexus	Winter 91	Office of Comprehensive Planning (ME)
Generator	Winter 91-2	National Service Leadership (MN)
Insights	Fall/Wtr 91	Prevention Center (CO)
Yankee Planner	Winter 92	NE American Planning Assoc. (VT)
Sabattus	1/27/92	Auburn local paper (ME)
SADAMS	March 92	Health Policy Report (Wash, D.C.)
Kids as Plannners	March 92	Maine Progressive, Brunswick (ME)
Kids as Planners	Mar/Apr 92	ME PTA Connection newsletter (ME)
Kids as Plannerss	April 92	ME Assoc. Planners newsletter (ME)
Bath Youngsters	4/30/92	Portland Préss Herald (ME)
Kid Planners	May 92	APA Magazine (IL)
Bates hosts KIDS	5/11/92	Lewiston Sun-Journal (ME)
Kids as Planners	May 92	MCRPC Newsletter (ME)
Connections	Spring 92	ME Environmental Education Assoc (ME)

KIDS has been featured in numerous publications including:

•*Insights*	The National Prevention Center	Boulder, CO
•*Generator*	National Youth Leadership Council	Roseville, MN
•*Planning*	The American Planning Association Magazine	Chicago, IL
•*SADAMS*	State Alcoholism and Drug Abuse & Mental Health Reports	Washington, DC

"Kids as Planners is a tremendous opportunity for schools to empower their youth by engaging them in meaningful activities in their own communities."

Frank Antonucci
Consultant, Dropout Prevention
Maine Dept. of Education

"An increased sense of capability, responsibility and respectability results in decreased rates of substance abuse and other problems such as dropping out and vandalism."

Mel Tremper
Supervisor
Prevention Programs
Maine Office of Substance Abuse

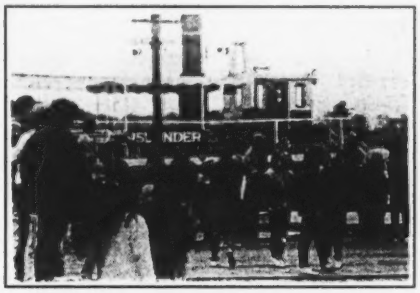
"The golden fleece for prevention workers has been a new role for young people as integral members of communities fundamentally transformed by economics and technology. Kids as Planners offers the first comprehensive and potentially self-sustaining approach I know about to this elusive goal."

Tom Godfrey
Juvenille Justice Specialist
Maine Juvenille Justice
Advisory Group

The **KIDS** Consortium

The KIDS Consortium is a non-profit organization dedicated to improving children's lives by providing them with opportunities to learn the skills and attitudes essential to building a reasonable, viable future. KIDS develops, implements, promotes, and researches experiential programs through which children learn that they matter. Children are our most important resource. It is time to start treating them as such.

To learn more about the **KIDS Consortium**, contact David O. Willauer or Marvin Rosenblum.



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What do Prevention, Education, Public Service and Community Planning have in common?

KIDS AS PLANNERS
AN INNOVATIVE APPROACH TO PRIMARY PREVENTION

KIDS as Planners, a model program created by the KIDS (Kids Involved Doing Service) Consortium, involves children of all ages in helping to shape the future of their communities. The program brings schools, municipal officials, and communities together in a process which engages children in meaningful activities that enhance their educational experiences, increase their self-esteem, and provide the community with valuable information and service. As a result of this process, KIDS as Planners becomes integrated into the academic curriculum and the ongoing planning efforts of the community, helping each generation of children become empowered participants in their schools and communities.

KIDS as Planners
is an effective primary prevention program for several reasons:

- **the program treats at-risk children without segregating and labeling them**
- **it improves the self-esteem of children, thereby reducing their level of risk**
- **it involves children with their schools and communities in ways that ordinary education and service programs do not**
- **it creates positive peer groups based on meaningful activities**
- **once established, the program becomes an integral part of schools and communities, requiring no special funding or supervision**

SOME FACTS ABOUT PRIMARY PREVENTION THROUGH YOUTH INVOLVEMENT

Kurth-Schai's research has established that the lack of positive social participation among youth is associated with self-destructive and anti-social behaviors, including drug abuse, depression, premature parenthood, suicide and delinquency.

Tobler's meta analysis of studies of 143 drug prevention programs for adolescents published in the Journal of Drug Issues concluded that peer programs were the most effective on all outcome measures and stood out most on the criterion of reducing actual drug use.

Hawkins' work on resiliency factors demonstrates that when we give young people a sense of place and responsibility, when we provide for them "purpose and community" and the life skills for effective decision-making, we also make a substantial and beneficial impact in the area of substance abuse prevention.

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KIDS

The newsletter for people involved in getting children involved.

SPRING 1992 Vol. I Issue I

Kids as Planners in Bath

by Mathew Eddy

The City of Bath, with assistance from the KIDS Consortium, has embarked on a revolutionary initiative to include kids in the City planning process. The kids, along with teachers, city officials, and administrators are becoming involved with their community in a very direct and meaningful way. They are learning about their city by studying its history, its natural and cultural resources,and its people in the context of the Bath Comprehensive Plan.

Bringing kids into the planning process is revolutionary because we are not merely giving lip service to children about how important it is to be involved. We are not advocating simulations and presentations about the planning process. Instead we are facilitating the involvement of kids, their teachers, their parents and school administrators in all aspects of the City's Comprehensive Plan. This plan will guide Bath into the next century. We want kids to help plan for *their* future. As members of the planning team, kids will participate in discussions that will lead to important decisions about the future of their City.

Our goal is to develop a sense of community responsibility in children that is presently absent in many of today's graduating youth. Studies have shown that an increase in the level of community involvement increases students' self esteem, self-confidence and sense of worth. At the same time, students can apply the lessons learned in

Photo: Bigelow Laboratories

science, social studies, math and English to real situations and examples in their own community.

The Kids as Planners program, now in its first full year, has generated a great deal of excitement among students. Over 250 students and teachers from five different schools are currently involved. The following is a list of some of the activities taking place in the Bath Schools:

Significant Place Survey

David Teiman's history class is conducting a Significant Place Survey aimed at establishing a sense of place for

Continued on page ...3

Maine's Growth Management Program

by John Delveccio

Well, if you haven't heard by now, Maine's Growth Management Program suffered a devastating setback as a result of the budget cuts enacted by the Legislature this past December. The Office of Comprehensive Planning in the Department of Economic and Community Development was eliminated. Those programs unaffected by the budget cuts are now in the Office of Community Development. Those Programs are:

- Coastal Program Local Assistance
- Code Enforcement Officer Training and Certification
- Floodplain Management
- Community Parks and Recreation
- Natural Heritage Program

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Kids Involved Doing Service

The KIDS Consortium is dedicated to improving children's lives by providing them with opportunities to learn the skills and attitudes essential to building a reasonable, viable future. KIDS develops, implements, promotes, and researches experiential programs through which children learn that they matter.

We believe, and research substantiates, that children who learn the skills needed to make a difference will develop attitudes and engage in behaviors which are empowering and constructive. Children truly are our most important and vital resource. It is time we started treating them as such. ❖

Photo: Dan Porter

An Interview With The Executive Director

Marvin Rosenblum has over forty years of experience working in the field of education and training. He has taught at levels from kindergarten to graduate schools at such institutions as U.C.L.A.'s laboratory Elementary School and Stanford's Graduate School of Education. More recently, he has worked to develop education and training programs for the Department of Labor and the Department of Economic and Community Development.

What is KIDS all about and how did it get started?

Basically what KIDS is about is an attempt to start getting people involved in their community at a younger age. And it came about because I discovered that a lot of adults no longer believe that getting involved can make a difference. When I was given responsibility at the Maine Office of Comprehensive Planning for implementing broad-based public participation, I found out almost immediately that what sounded good and looked easy enough was very difficult. Many people felt that what was wanted was not participation, but validation of what the power structure had already constructed. It seemed that the longer I worked with adults, the more discouraged I found they were and it was, very labor intensive to get them to believe they ought to be involved. So during this time it began to occur to me increasingly, that maybe if I started sooner people who learned to feel that they matter from an early age would continue to do things that matter.

"to matter is...to believe that you can make a difference"

What do you mean by "matter"?

To matter is to believe that you have power.To believe that you can make a difference. I suppose the thing that keeps most of us from really being involved in our community is that we're not sure that we can make a difference. I suspect that has something to do with: number one, how we feel about ourselves, and number two, whether we feel potent enough to change or modify what has always been status quo. The objective of KIDS is, first and foremost, to strengthen the self-concept of young people — to show them that they matter. Mattering is basically a learned response. You're not born with a high self-concept. It is developed as a function of experiencing success.

We need to somehow provide for kids meaningful involvement in both their education and their community. Because there is no way that people can get deeply involved and not realize that they do matter and that they can make a difference. It so happens that the way you matter best is by doing—not by talking about doing. That is also the way that you learn best and also the way that you own the process.

In a nutshell, what does KIDS do?

What we try to do is promote a kind of apprentice citizenship. We also strongly advocate using the town as the text because there really are very few subjects that could not be appropriately learned in the community itself. History, geography, the social studies, architecture, the arts, the sciences are all part of a look at a complete community. The secret is to adopt the "town as text" approach to whatever level the kids are at in such a way that it helps teachers fulfill their responsibility. The "town as text" approach is a process more than it is a product. It seems to me that this process of involving kids and schools in their commmunity can work on almost any level.

"What we try to do is promote a kind of apprentice citizenship"

How does this work for the schools? Aren't they in enough trouble without adding a whole new thing like this?

I worry a bit about people misunderstanding what's going on with the American educational system. The American educational system has increasingly competent and, as a matter of fact, increasingly hard working teachers. The basic problem is that, through the years, more and more has been demanded of them. Even if it hadn't been demanded you still have a whole package that comes to school. The kid brings with him, as if he were some huge incredibly absorbant sponge all the sum total of his experience; not just those experiences relevant to the learning of fourth grade arithmetic but all kinds of other things that influence how he feels about numbers and math and almost every other subject.

So I see anytime we get kids involved in a process that takes them out of the context of a vertical hierarchy which says "you do this 'cause I tell you to" and puts them into a hierarchy which says "will you help me gather this kind of information" we are changing the relationship of the student to the subject. Students make the connection between their actions, the subject, and the real world, which in the process helps them learn arithmetic. They are delighted about the fact learning can be fun and for some children that's a revelation. And then, if they've gathered some information that also is valuable to the community and are praised, then I see them feeling pretty good about themselves.; as a matter of fact, feeling sort of potent.

Now if I'm a teacher I have to like that because I have motivated these kids and I'm not the enemy — I'm a collaborator in their learning. Obviously, the parents appreciate the positive feedback. And everyone sees, perhaps for the first time, a direct relationship between their schools, their education tax dollars, and their community.

The community also benefits because it now has an active citizenry that takes an abiding interest in what is happening rather than an adversarial interest. It's one of those rare situations where everyone wins.

What do you see as the long term impact of KIDS?

Our programs will enhance education, foster self-esteem in our youth, and promote community involvement. But I suppose they are all, in one way or another, about apprentice citizenship. If I understand citizenship correctly, it is not just exercising your right to vote. It's doing what civics says ought to be done except nobody ever does it. It's doing service for the community. It's doing government. It's doing things that matter.

Eventually, it would seem to me, we will reach a critical mass. Enough people will be practicing real three dimensional citizenship so that our future will be assured. Because our future really does belong to these kids and these kids will begin participating in what happens rather than either fighting it or capitulating to it. They will own it and therefore it's going to be better for them. Isn't that what we want for our children? ❖

Kids as Planners in Bath...from page 1

Bath. This survey will be conducted and analyzed by the students and then presented to the Bath Comprehensive Plan Committee.

Land Use Project

Wayne Robbins has worked with the Planning Department to develop a project that will permit his science classes to study a larg plot of City-owned land adjacent to Merrymeeting Ba The class will develop maps the area and be involved in t planning process for the futu of this unique piece of land.

Satellite Mapping

The Bath School System has purchased the equipment to allow students to study satellite imagery. This type of new technology will enhance the mapping part of the comprehensive planning process. The Schools are currently working to develop a training program that will help to integrate this activity into all levels of the environmental studies curriculum.

Water Quality Testing

Working with the Bigelow Laboratories in Boothbay, the seventh grade junior high class will be conducting water quality tests on the Kennebec River. Grant assistance for this project has come through the Maine Community Foundation.

Student Council Liaison Committee

The Student Council Liaison Committee (SCLC) provides the "connective tissue" between student government, the student body and the Comprehensive Plan Committee. Two members of the SCLC are also on the Comprehensive Plan Core Committee to provide continuity between the Comprehensive Plan Committee and the student body.

Theatre for Bath

The seventh grade at the junior high school is investigating the possibility of bringing a movie theatre to Bath. The project includes data analysis, inventory of properties, market assessments and operator identification.

Model Cities

The planning department has been working with the elementary schools using model cities as a theme for exploring the future of the City of Bath. Presentations have included discussions of growth patterns and how they reflect the City's rich and varied history.

Photo: Bigelow Laboratories

Existing Land Use Map

Using a combination of aerial photos and tax maps, the ninth grade science classes are developing a land use map for the City. Students learn to understand tax maps, to compare different scales, and to interpret the different types of vegetation visible on aerial photographs.

Communities interested in involving some or many of their students in this unique approach to community planning can learn from the Kids as Planners program in Bath. Clearly, the community has benefited from this participatory educational experience. These are only a few of the many possibilities open to schools in this process. The model is flexible and can be adapted to any community.

For more information on the Bath pilot projects, please call Mathew Eddy at 443-8363. ❖

If You Think KIDS is just for kids, Think Again

by Susan F. Kingsland, Ph.D.

Research is giving us a fairly clear picture about some thing most of us feel intuitively: "mattering matters." That is, if people feel they can genuinely contribute in their work and personal lives, they tend to develop higher self-esteem, express less chronic depression, complain less of aches and pains, among other things. Children are no exception. KIDS is grounded in the basic assumption that when children feel they can make a difference, that is, they feel that they matter, positive things can and will happen.

But KIDS also offers adult professionals a significant boon, as well. Consider what we can offer to teachers. Educators know that being given the respect and regard of those we teach is something like receiving the People's Choice Award. It is a grass roots confirmation of our professional merit.

Being accepted by those we teach is no small matter, particularly given the battery of information we have to pass on to students from year to year. Further, teachers often feel restricted by the school-year curriculum, one which binds time and options in the form and delivery which the curriculum can take. KIDS recognizes this reality and works *with* teachers to combine experiential education with curricular needs. In doing so we help teachers to translate lesson plans into experiential education. We help teachers to explore the possibilities when the school room becomes the entire town.

These forms of education motivate educators and students. The curriculum is engaged in ways which stimulate students and which solve problems of real life. So, along with a school year that children will remember long after June, teachers' lives are made a little easier, too. Turned on kids are more

Continued on page ...4

just for kids...from page 3

ready, more willing and more able to learn. Further, they have first-hand knowledge of how science or social studies, language or mathematics are useful to their worlds. They know so be cause they have *done so.* They have used science, social studies, writing, and math out in the community tackling problems for their town.

KIDS also provides teachers with a variety of C.E.U. training programs. Teachers have the chance to rethink their curricular year and receive continuing education credits for doing so.Not only are we helping educators tackle boredom in the classroom, we're helping them to progress in their professional careers, as well.

But teachers aren't the only beneficiaries. Planning professionals have realized KIDS has something for them. An ill-informed, apathetic public is a formidable obstacle for planners. Kids as Planners and other service-related activities of KIDS teaches young people, from grades K-12, the importance of planning for their futures. We do this by actually involving children in the planning process. They learn what, how, when and why they should contribute to the planning process of their towns and regions.

KIDS is also involved in bonding-related research aimed at substance abuse prevention strategies. Kids who feel that they matter, and are given the tools with which they can make a difference in their own and others' lives, are less likely to engage in substance abuse. Further, the chronicles and research which are presently being formulated by the Consortium will serve in the future as valuable resources for professional training programs. KIDS is presently engaged with mentoring programs which link the university with community and grant research. We are offering training programs to professionals such as teachers, administrators, substance abuse specialists, environmentalists,planners and private sector employers.

K.I.D.S takes kids seriously. We help provide children with the tools which will empower them and will allow them to inherit their world with resolve and dignity. We invite you to get involved! ❖

Maine's Growth Management Program...from page 1

While no new planning grants are being offered to support local growth management efforts, over 180 communities are able to continue the work already begun in developing or implementing their local plans with state funds awarded before last December.

The Office of Community Development is hopeful that it can continue to provide some kind of financial and technical assistance to towns that want to plan through federal dollars. The Office will also continue supporting and directing "Kids as Planners" initiative begun by the Office of Comprehensive Planning. The Program is a vital key to assuring a prosperous and healthy future for Maine. ❖

"Kids as Planners is a tremendous opportunity for schools to empower their youth by engaging them in meaningful activities in the their own community."

Frank Antonucci
Consultant, Dropout Prevention Program
Maine Department of Education

"Planning is fundamentally about making possible futures seem real. Kids are experts on futures of all kinds because it hasn't been trained out of them yet."

Rick Adams
City Planner,
Mid Coast Regional Planning Commission

"The time for members of the public and private sector to expose our youngsters to relevant subjects couldn't be more appropriate than now."

Dan Thompson
Chairman,
Wiscasset Comprehensive Plan Committee
Vice Chairman,
Lincoln County Planning Board

"An increased sense of capability, responsibility, and respectability results in decreased rates of substance abuse and other problems such as dropping out and vandalism."

Mel Tremper
Supervisor, Division of Prevention and
Program Development
Maine Office of Substance Abuse

"The youth can and should be involved in community planning decisions."

Jim Lysen
President, Maine Association of Planners
City Planner, Lewiston

KIDS is produced quarterly by the KIDS Consortium, and is made possible by Maine Association of Planners.

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The Generat*r

National Journal of Service-Leadership

Volume 11, Number 3, Winter 1991

Advanced Service-Learning: *Which Way Forward?*

A discussion with:

Kate McPherson, Director, Project Service Leadership, Washington State

Jim Toole and Pam Toole, NYLC Training Directors

by Rich Willits Cairn, NYLC Publications Director

August 12-16, 1991, the Teacher Service-Learning Leadership Training in Bellingham, Washington, convened veteran teachers and community resource people from seven states to share experiences and to prepare to work with school districts on in depth change.

KM: On one level, we asked ourselves: How can we weave service into organizational structures? To do that we must address policies, curriculum, instructional strategies and assessment. If service becomes an integral of those things, then it becomes a natural part of the schools.

On a second level, we asked: If we succeed in integrating service-learning into school structures, how do we improve those structures and develop a new relationship between the school and the community?

We haven't accomplished either level of change, but the second is still unexplored. We need to involve young people in vital roles not just in school, but throughout society.

about how schools might change. No doubt, we will all learn a lot in the next five years.

RWC: How do we ally with others in education working on those second-level issues?

KM: A lot of school communities are realizing that business as usual isn't working. Many initiatives going on. In Washington, the Schools of the 21st Century and the Institute for Educational Renewal, a business round table initiative to help restructure schools are rethinking the relationship between schools and communities. The more service-learning can participate in those discussions, the more it becomes a vehicle to address significant change. Service-learning has a genuine vitality to offer, not just an interesting program.

JT/PT: Kate's right. Our most immediate opportunity for success lies in reaching schools that have already committed, philosophically and in resources, to restructuring. We would add the Education Commission of the States ReLearning effort to her list of possible partners in the change effort.

RWC: And Outcome Based Education in Minnesota. Could you identify sub themes under the larger issue of how we move to a second level of change?

KM: Staff development and training, and the notion of school change and personal change. How can one not just do workshops but actually

Continued on page 4

What's New with *The Generator?*

Rich Willits Cairn, Editor

In this issue we begin new features: "Profiles" of youth service leaders, materials "Reviews" and "e.g.," local success stories. We have strengthened coverage of practical program ideas and in-depth exploration of issues facing the field.

In April, 1992, we will launch the new publication, *NYLC NEWS*, three times/year featuring an expanded "Events and Training Calendar" and timely information on new funding and curriculum, major program developments; and state and national policy. We will also unveil a more lively, user-friendly two times/year Generator covering the inspirational core and the nuts-and-bolts ideas and issues in the forefront of service-learning and youth leadership. As always, we welcome your input on these changes. ■

Generating Change: A Call for Leadership

by Jim Kielsmeier, President, NYLC

Americans need new ways of educating as much as the Soviets need new ways of farming. Like the bungled efforts to increase Russian farm production, American education reform has focused resources on product development that only reaches a limited market. We've got a group of gifted students whose performance rivals achievement levels anywhere in the world while an unengaged "forgotten half" wallows in a schooling experience that is personally meaningless, damaging to their sense of worth and offers little or no preparation for gainful employment or productive citizenship.

Contemporary reform efforts have largely lifted up the best attributes of existing schools as models for the future. However, as communities and a Nation there is little consensus on what of the past to retain. This makes reform based solely on old ideas and existing educational practice wrongheaded. Where do we get new ideas, and more importantly, the new educational practices that will educate all students and renew the democracy? Our best guess is that people nearest the issue are the best source.

This premise guides the development of the GENERATOR School Project (See page 5.). The project is a partnership that will eventually involve over 30 school "laboratories" across the country. Results from GENERATOR Schools will be amplified through a shared curriculum project with other schools, regular national meetings between teachers and via a computer link between schools.

Continued on Page 4

Some high schools have begun to implement service-learning in significant ways. They've infused it throughout the curriculum and adapted district policies. Those changes are forcing schools to rethink the 55 minute class period, how learning occurs and how schools interact with communities. If we don't address those issues, after a year or two of extraordinary effort, service-learning will dwindle.

JT/PT: The history of school change efforts in any area humbles us. Still, we brought in the results of research on effective staff development and school change efforts that can give us more confidence. It is not as difficult to create an outstanding service-learning program in a school if that program stands as a separate island from regular school activities. Yet if you want to integrate service into the ethos and practice of that school, then you face the same problems school reformers have fought throughout this century. The work of researchers such as Bruce Joyce and Michael Fullan give more clarity and direction than we have ever had before

NYLC Membership: Join Us!!

Dear Generator Subscriber,

In the Fall, 1991, Generator, we announced a new Membership Program. In November, you received a special mailing including information on membership benefits/commitments and how to enroll. Many individuals and organizations have already joined us in our commitment to improve the quality of young peoples' lives and the quality of our schools and communities.

For those who have not yet joined, you must send your enrollment form and membership contribution by December 31, 1991, to continue receiving The Generator and other services from the NYLC. When you join by this date you also become a Charter Member of the NYLC and receive a discount on your first year of membership. Consult the Fall, 1991, Generator or November Membership mailing for benefit/cost details and enrollment information, or call toll free (800) 366-6952 for a Membership packet. (Note: If your Generator was delayed in the holiday mail, simply note it on an enrollment form by January 31, 1992 to receive the reduced rates.)

Thanks to all of you who have joined as NYLC Members. We look forward to hearing from many more by December 31! ■

Five States Plan to Integrate Service-Learning Into Education

by Barbara Gomez, Service-Learning Project Director, Council of Chief State School Officers

State teams from Colorado, Indiana, Mississippi, Pennsylvania and Washington are developing strategic plans to integrate service-learning into state education policy, teacher preparation and school practice. At a workshop October 4-6 supported by the DeWitt-Wallace Reader's Digest Fund, teams developed state strategic action plans and formed a national network to share ideas and resources.

The workshop focused on the role of service-learning in facilitating the simultaneous reform of K-12 education and teacher preparation practice. To extend service-learning opportunities to all students in their states, teams sought to link service-learning to their own state education reform agendas, including state and school district policies and goals to reform efforts to achieve the National Education Goals. In this way, service-learning will not be viewed as a "burden" on teachers or as a "new program" but as an improved method to achieve the overall vision of what students should know and be able to do.

Teams participated in active discussions with leading education reformers, including Vito Perrone, Director of Teacher Education at the Harvard Graduate School of Education and a Senior Fellow with The Carnegie Foundation for the Advancement of Teaching; Roger Soder, Associate Director with the Center for Educational Renewal at the University of Washington; Don Clark, Director of the Bureau of Curriculum and Academic Service in the Pennsylvania Department of Education; and Peter Negroni, Superintendent of the Springfield Public Schools in Massachusetts.

Continued on page 3.

At the October Wingspread Conference, (See article.) Teacher Darlene Chorney, and students from Illinois' Oak Park and River Forest High School described how their experiences working with local junior high students, senior citizens and foster care children through their "Community Involvement" class give them the opportunity to make choices and to develop a sense of responsibility for their lives and for the lives of others. ***Photo by Jim Kielsmeier.***

The Generator
Volume 11, No. 1
Winter, 1991

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National Youth Leadership Council

"e.g." features in depth local service-learning success stories

Maine Works to Solve Big Problems in Big Ways

Community planning involves youth in vital roles

by Jolene L. Roehlkepartain, Publications Specialist, NYLC

Marvin Rosenblum had a problem. As state planner for the Office of Comprehensive Planning in Maine, his job was to involve more people in government planning. Since Maine had passed a law requiring each of the 500 state's municipalities to produce a comprehensive plan every five years, Rosenblum had a big job.

K-12 Students in Maine use computers combined with surveys on foot to make maps from satellite images for use in town planning.
Photo by Jim Rollins
Bigelow Laboratory for Ocean Sciences
West Boothbay Harbor, Maine

As a former teacher, Rosenblum recognized another problem: Youth often grow up to be apathetic about local government. In the June 1990 primaries, less than 20 percent of eligible voters voted nationwide. The voting rates of 18- to 25-year-olds were worse than average. "At this same time youth were dying on the streets of Czechoslovakia and Hungary for the right to vote," Rosenblum says. "I thought why don't we have youth who care about things other youth are willing to die for?"

Rosenblum figured if he could get youth interested in local government, the youth would get their parents interested, too. "We were doing things that would affect children's lives but we were not asking children what they valued," Rosenblum says. "We were making plans that youth were going to inherit." Twelve-year-old Jean Burns of West Kennebunk agrees. "I don't see why adults should make the whole plan," she says. "It's *our* future."

"Youth are a municipal resource," Rosenblum says. Local communities save money because students do vital tasks rather than hiring expensive outside consultants. So Rosenblum developed the statewide program, Kids Involved Doing Service (KIDS). Currently two pilot programs funded by the Maine Community Foundation are underway, one in Bath and another in Kennebunk.

> *"Why not practice civics instead of just learning about it?"*

Rosenblum sees four important outcomes of these programs. First, more citizens get involved when students do municipal planning. Secondly, more citizens get involved in the community's social and political life. Thirdly, students have improved their academic performance. And finally, students have a higher self-esteem and exhibit fewer at-risk behaviors compared with uninvolved students.

Community Planning As School Curriculum

"I discovered that a comprehensive plan really involved almost all subject areas at almost all grade levels," Rosenblum says. He gave examples of projects each age group was doing through the KIDS Initiative.

- 7-9—A group of students were concerned about a development going up around a small pond behind the junior high school. They feared the development would destroy their access to the pond, so they gave the developer specific ideas for the development. "This developer was so taken with the students that he worked very closely with them," Rosenblum says. "All developers are not that sensitive, but now these youth have some baseline data so that the next time...they'll be able to confront a developer and talk about some of the trade-offs."

  Junior high students also study water quality, sources of pollution and shore development along the Kennebec River. Scientists from Bigelow Laboratory in Boothbay Harbor taught students at Bath Junior High how to take water samples and pointed out that levels of lead found in fish from the Kennebec River are among the highest in the nation. "We got our hands dirty. We really got involved," says Hattie Frederick, a ninth-grader at Bath Junior High. "Now we've got to look ahead and do something about cleaning up our river."

- 10-12—Students in senior high are involved in almost every aspect of municipal development. Chemistry students do complex chemical analysis of the water. Some students are doing what Rosenblum calls "garbology," analyzing the waste stream to determine which parts can be recycled. English and language arts students are surveying townspeople and learning mathematics and statistics as they tally and with that kind of data is making a major contribution to the town and saving the town a significant expense," Rosenblum says. "In the meantime, he or she is learning a great deal about geology, geography and computer science."

Which Way Forward?

Continued from Page 1

impact behavior and support changes organizationally? We talked about ways to run effective meetings and to collaborate effectively. We discussed teacher-leadership, (See article, page 2.) and celebration and renewal, ways to recognize people–and the families that support them–involved in the change process or service-learning.

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JT/PT: A teacher from Carmel, California suggested that the school erect a statue of him on its front lawn. Although teachers often place many limits on themselves, this group obviously didn't. Sessions were full of serious discussion and summer fun! When Kate talks about surviving the challenges and hard work of change, humor has to be part of it.

RWC: Did you reach any new conclusions?

KM: The training reinforced the need to involve communities as well as schools. Community resource people strongly indicated their willingness to be involved.

We need to link our work to outcomes and successes. We must connect with restructuring efforts. We need help with methodology. We also need to develop models that are not just school-based, that include communities. We must work with all kinds of schools, not just the ones that are already restructuring. We must demonstrate that you can start wherever you are, then, with service-learning in the communities, you can begin to make real changes in schools. ■

Generating Change

Continued from Page 1

A few basic assumptions guide the GENERATOR School Project:

- An educated person in a democracy is not only personally successful but is active in building society through service.
- All young people can learn and serve.
- Young people are resources in our schools and communities.
- Learning strategies are best designed by those closest to it namely teachers, students and parents.
- Learning needs to be actively connected to community.

GENERATOR Schools will develop and share their most successful practices which will result not only in positive outcomes for their students and communities but will hopefully illuminate a broader audience. This is a bold venture needing good leadership. If you are up for a challenge, we need your help. ■

- K-3—Drawings by younger children invite citizens to public meetings. Teachers also take children to community stores and offices to familiarize them with the neighborhood. "Youth have an experiential sense of what community is all about and how a neighborhood operates," Rosenblum says. "Youth are pretty good at explaining that kind of thing [at municipal meetings]."

- 4-6—One class uses computers to identify the borders of Bath from satellite photographs. Students determine the physical characteristics of the area, ascertaining what each color of the photograph represents, by surveying the area on foot. They then take the map to the community's planning meeting. "A young person walking in

Community Planning As an Initiator for Change

The part of the KIDS Initiative Rosenblum appears most proud of is its involvement of at-risk students. "It is the highest form of primary prevention because we are working with at-risk youth without segregating them," Rosenblum says. He describes how teachers, guidance counselors and administrators can use the KIDS Initiative to keep students from dropping out of school. Students bored with sitting in the classroom can get outside and find wildlife habitats and deer yards.

Rosenblum sees how students involved with the program are more excited about their community and their schoolwork. "Instead of having to learn from dry lecturers and dry textbooks in the classroom, why not practice civics instead of just learning about it?" Rosenblum asks. In Maine, students are leaving the classroom to learn, and they're using their towns as the text. ■

Students put away gym equipment as part of their 3rd grade service-learning project at Hiawatha Elementary School in Minneapolis. Photo by Derek Olson

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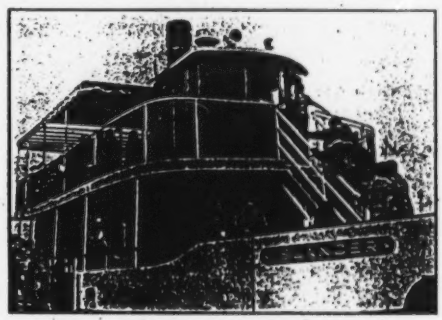
Youth Planners in Maine: Participation as Prevention

Maine is one of approximately a dozen states in the country in which comprehensive planning is emphasized for every municipality. Every school district, every building department, every chamber of commerce, and every other governance entity assesses capital investments, population and building projections, general administration and operations for a five-year period of time.

Several years ago, Marvin Rosenblum, a senior planner with the Maine Department of Economic and Community Development, realized that the comprehensive planning process was an excellent vehicle for involving students in meaningful community service. As a former educator, he saw that students would be able to make practical applications of such classroom subjects as math, geography, science, English, art, and history to the varied demands of the planning process. As a state planner, he was deeply concerned about the lack of public interest in community planning, and believed that involving young people in community service was especially important to creating citizens with a strong sense of civic responsibility and participation.

In 1991, he met with a group of officials from the town of Bath—planning and educational leaders, along with members of the Maine Community Foundation—to establish a working group known as the Bath Comprehensive Planning and Education Committee. The purpose of the group was to establish ways in which city and state comprehensive planners could involve young people in planning projects. Out of the discussions within the committee, and from subsequent meetings with members of the City Council, School Board, and School Department, emerged the Kids As Planners project.

City staff, working with the Committee, held an experiential workshop for teachers. Designed to show teachers how they could utilize the planning process in the classroom, the workshop used a "Land Game." Teachers were assigned roles, such as developer, historian, environmentalist, or local government official, and given information about a hypothetical planning project. They were then given a blank map and two hours to create a land-use map for their "town." This exercise, among others, gave teachers the type of hands-on experience that they would later be asked to share with their students.



Students board a boat on the Kennebeck River as part of a research project to analyze water samples. The resulting data helped the local planning department in assessing the impact of population growth upon the river.

One of the first school projects occurred at a junior high school in Bath. A team of seventh grade teachers developed an interdisciplinary two-week unit on the impact of development on Mill Pond, located just south of the school. The teachers were able to incorporate an analysis of changes occurring throughout the pond ecosystem into a number of subjects. Students were engaged in the following learning experiences:

- The opportunity to work with the city planner, the planner for area development, and an engineer for a development project under review.
- The maintenance of daily journals, describing their experience with planning and their findings during the course of the day.
- A survey of members of the community, asking whether they were aware of the activities going on at Mill Pond, what kinds of activities individuals thought were appropriate and other similar land use issues. The survey was statistically analyzed and graphics developed for a presentation to planners.
- An environmental assessment of the pond, supervised by science teachers. Students studied the pond's ecosystem through on-site investigations, produced reports, and provided drawings of various findings.
- A study of various aspects of city zoning, the city charter, and other documents related to planning approaches for this natural resource.
- A patchwork quilt produced by home economic students that depicted the past, present, and future appearances of Mill Pond.
- Interviews with seniors in the community that resulted in a written history of the pond and a student-produced videotape about the interviews.

Another example of a school-based project was done in conjunction with the Bigelow Laboratory, a privately endowed marine research facility. Dozens of students were engaged in an analysis of the Kennebeck River, the largest river in Maine, and the effect of changes in the river on plant and animal life in the Casco Bay Estuary. Laboratory scientists taught the students how to use measuring devices for sedimentation, pollution, and other factors, and classroom teachers helped the students to analyze and com-

Youth Planners in Maine

Continued from page 2

pile the results of the research. A written analysis by the students was then submitted to local planners for inclusion in the comprehensive plan.

Knowing that "today's students are tomorrow's work force," several Maine employers have also given support to the program. Bath Iron Works, the largest employer in Maine, has helped to fund many of the KAP trainings for teachers, and has contributed other monies to the program. The company currently spends in excess of a million dollars a year on direct treatment costs for its workers, and company executives perceive that a major benefit of the Kids As Planners program is the built-in prevention component for students who are future employees.

According to Marvin Rosenblum, "The program can help at-risk students without separating and isolating them. *All* students who take part in the planning process learn the value of team efforts, and are challenged and supported by caring adults. In Kids As Planners, the town is the text, and children are involved in the real work of the real world." He added that several researchers are currently assessing the effects of the program on the rates of student substance abuse and other serious problems. "Given the strong link that research has shown between student health and a sense of bonding with the community," he added, "I anticipate that our own research will show decreased rates of problem behavior in the students."

Mel Tremper, the Supervisor of the Division of Prevention and Program Development for Maine's Office of Substance Abuse Prevention, is a staunch proponent of involving young people in the planning process. According to Tremper, "Kids As Planners is a systems approach...it actually changes the way that students, parents, teachers, and other community members relate to each other. The students feel involved and know that their ideas and actions are valued; teachers become energized by the process of imparting material that has immediate and practical applications. And parents and other adults see that the young people are playing a vital role in the present and future well-being of the community."

Tremper perceives that the Kids As Planners program directly supports the work his office performs in the prevention of substance abuse and other destructive behaviors. "When the young people are engaged with their fellow students in meaningful activities, and when those activities are both guided and respected by teachers and other professionals in the community, then the youth tend to have more self-respect and more positive relationships with their peers and with adults. This increased sense of capability, responsibility, and respectability results in decreased rates of substance abuse and other problems such as dropping out and vandalism."

In addition to the considerable benefits of prevention, interdisciplinary projects and community service, schools have become interested in Kids As Planners for another reason: this type of effort doesn't require special funding, and can be incorporated into the educational mission of the schools. While the program is now being utilized by a few cities, there is widespread interest from school and community leaders in implementing the Kids As Planners concept throughout the state.

For more information on the Kids As Planners project, contact Marvin Rosenblum or David O. Willauer, Department of Economic & Community Development, Office of Comprehensive Planning, State House Station 130, Augusta, ME 04333, (207) 624-6800. ■

NOSAPP Skill Building

Continued from page 1

League, president of Vincente & Associates, has worked with more than 300 organizations in community organizing, school policy development, school team training, student assistance programs, and program planning and management.

Mary Davis, Ph.D., has extensive experience in health program design and evaluation, and is co-author of the new and highly acclaimed NOSAPP manual on evaluation. A communications and social marketing specialist with more than 20 years experience in health education and human services, *Richard Brooks* is currently the Director of Outreach for the Wisconsin Clearinghouse, one of the nation's premier publishers of alcohol and drug abuse prevention materials.

The trainings will be held at the following locations and dates:

- Houston, Texas
  February 20-22
- San Diego, California
  March 19-21
- Somerset, New Jersey
  May 7-9
- Boulder, Colorado
  June 18-20
- San Francisco, California
  August 13-15

To receive a copy of the trainings brochure, which describes information about program content, costs, accomodations, and airline reservations, call the NOSAPP office at 1-800-972-4616. NOSAPP is offering discounts on registration costs to all subscribers; there is also an early-bird discount for all registrations received more than two weeks prior to the training date. ■

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Volume 12
Number 2
Winter, 1992

THE YANKEE PLANNER

APA

Newsletter of the Northern New England Chapter of the American Planning Association

Instilling Community Involvement

Kids participate in the planning process

By Rick Adams

This year a major focus of the APA is education in planning. In Maine several innovative approaches to learning about planning have been taking shape in the fourth year of its state growth management program. This program, now seriously jeopardized due to budget slashes (see page 6), required new comprehensive plans from each of the state's 476 municipalities and districts.

One of the most unique approaches is to use kids as planners. The project, initiated by the State Office of Comprehensive Planning, is bringing young people in Bath and Kennebunk into the planning process by teaching them to identify needs and connect them to solutions. Says Marvin Rosenblum, project director for Maine's Office of Comprehensive Planning, "We're trying to involve kids for a lot of reasons but none is more important than providing young people with a sense of ownership in their future through being involved in planning for it."

Fostering public participation

The state's involvement in the project came from its efforts to maintain meaningful public participation throughout the growth management process. As towns and cities prepare new comprehensive plans, each plan committee is required to involve the public in fundamental ways in the planning process. The State office encourages comprehensive plan committees to undertake a variety of approaches to public participation. Some communities have prepared newsletters to the community, some communities have even organized neighborhood discussion groups that

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New Program in Planning at USM

By Dennis Gale

The Edmund S. Muskie Institute of Public Affairs at the University of Southern Maine in Portland recently introduced a new program to provide graduate-level education for people interested in growth and development issues in New England. The Advanced Certificate in Community Planning and Development was established for those interested in furthering their knowledge and abilities in land use planning practice. It is also designed to provide instruction in community and regional economic development.

Students admitted to the program must complete 15 credit hours of graduate-level courses, including an independent study project and an internship. Certificate courses cover growth management, town and regional economic development, land use and environmental law, and fiscal analysis in growth management.

The Muskie Institute anticipates applications from people currently working in town, regional, state, and nonprofit organizations concerned with planning and development issues. But the program is also open to those without previous professional experience. Applicants must hold a bachelor's degree from an accredited institution of higher education.

Courses are offered in the late afternoons and evenings. All classes are held on the Portland campus of USM. Faculty members include Prof. Charles Colgan, former State Economist of Maine, Prof. Orlando Delogu, a land use lawyer, and Prof. Josie LaPlante, a specialist in public finance.

The author, a board member of NNECAPA, taught planning at George Washington University for 14 years before joining the Maine Institute faculty in 1989.

Kids

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focus on specific comprehensive plan issues.

Rosenblum's "Kids as Planners" may be the most unique form of public participation yet in the state's growth management program. Rosenblum, whose background includes education and planning, emphasizes the need for a "hands on approach." "What we wanted to avoid was the type of empty participation that amounts to little more than verification. A lot of public participation suffers from the "validation syndrome," when people are asked to approve what the planning consultants have proposed."

A guiding principle behind the kids as planners is to achieve a deeper level of community involvement in the planning process. Kids as planners aims to integrate young people at all levels of the comprehensive planning process, including data gathering and decision making.

Kids given role in planning decisions in Town of Bath

The Town of Bath is initiating its planning process with high hopes for involvement with kids in many aspects of the process. Considerable efforts have been aimed at designing a program that introduces students to the topics that make up the comprehensive plan process; utilizing that process as a tool in curriculum development; and—through their involvement in community affairs and public policy decisions—developing in the student a greater respect for and awareness of community, community change and the need to participate.

With the help of the City Planner, Matt Eddy, kids are being integrated in the process as it develops. One group of seventh graders is presently working on a Kennebec River project that will integrate information about the river's history, land uses, and water quality.

Another group of kids in Bath are working on a project to bring a new movie theater to the center city, which has been without a motion picture theater for a long time. A survey is part of the project as well as contacts with realtors and potential investors.

In addition, another group is developing a significant-place survey to identify places that are historically and culturally important to the town—places that contribute to Bath's quality of life and sense of place. Follow up will consist of analysis of the places with assistance from a support adult group and presentation to the comprehensive plan's sounding board, which will eventually integrate the kid's findings into the plan.

As the plan evolves, another component that will involve kids as planners is the "land use game." With the help of Eddy and the City Planning Department, which has developed examples, kids will try their hand at developing a land use map and the text that accompanies it. The purpose of the exercise is to identify appropriate sites for development by understanding natural and human constraints as well as natural resources.

In addition to the Bath project, other projects are under way. In Kennebunk, where the comprehensive plan has already been completed, kids will be involved in developing zoning ordinances that will contribute to the realization of the comprehensive plan. Funding from the Office of Substance Abuse will provide staffing to offer support to communities.

Kids as planners continues to gain momentum. As a result of three workshops held in Augusta, Bangor, and Portland, over 100 teachers and planners have been involved in the learning about the program. A number of mini-training sessions are being planned for individual schools, school systems, or regions as people want to hear more about Kids as Planners, and plans for a video funded by Bath Iron Works are presently underway.

Rick Adams is a Planner with the Midcoast Regional Planning Commission in Rockland, Maine.

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WASHINGTON

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Kids as Planners

by Jim Lysen

With state support for growth management axed, "Kids as Planners" — a new educational initiative — may be vital to the continuance of local comprehensive planning. The program gets young people involved in their communities' decision-making through projects such as water quality studies, mapping, natural resource inventories, and development review. Partly funded by the state's Office of Substance Abuse, if the "Kids as Planners" program can empower at-risk youth to make better decisions about their lives both now and as adults, our communities will certainly be much better places to live.

The statewide effort grew out of two 1990 conferences that brought educators and planners together to discuss how youth could take part in planning.

The comprehensive planning process draws upon all of the disciplines of a school curriculum: social studies (including geography, sociology, civics and history); mathematics (from arithmetic to statistics); natural sciences (like biology); graphic arts (including photography); and economics, as well as other topics. Thus, the comprehensive plan can serve as a "core curriculum" to involve youth in a practical, integrated, educational experience. Communities lack an understanding of what teachers and planners really do — typically leading to underfunding. During the state's recent budgetary crisis, aid to education was cut, and the state's support for growth management was abandoned.

this at a time when people were giving their lives in some of the Eastern Bloc countries for the right to vote.

"I thought, why don't we have youths who care about things other youths are willing to die for, and decided that the solution was to look at kids as municipal resources. We have always planned *for* them, never *with* them."

A major benefit of the program is that local communities can save money and time by having young people do vital tasks rather than hiring expensive consultants or overburdening town staff.

Terry Cucci, a scientist at Bigelow Laboratory, shows Bath students how to use a seawater sampling device called a Nansen bottle. Photo: Jim Rollins

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The "Kids as Planners" conferences were organized by Marvin Rosenblum, a planner with the now-defunct Office of Comprehensive Planning, and public participation coordinator for local growth management programs. He was assisted by the Maine Association of Planners (MAP) which volunteered its membership to act as technical advisors to teachers interested in getting projects going.

As a former educator, Rosenblum had experienced firsthand the apathy of young people toward local government. He figured if he could get them involved in the planning process, they would encourage their parents to get involved and continue their interest throughout adulthood.

"I found while I was working with public participation that one of the reasons people stay home and watch TV, is because they really don't think they can make a difference," says Rosenblum. He was shocked to read in June, 1990 that nationally, fewer than 20 percent of all eligible voters had voted in the primary, with the lowest percentage among the 18 to 25-year-olds — "Kids as Planners" is a way to actually deliver what is important in young peoples' lives," says Rosenblum. "Every educator knows that for hundreds of years the world practiced apprenticeship. We learn by doing. We don't learn by sitting behind desks. The program gets kids involved; it makes them feel that they matter."

Besides getting more citizens involved in planning, the program likely will draw young people into their community's social, cultural, and political life. Furthermore, students could become more interested in school and improve their grades. And finally, "Kids as Planners" could boost self-esteem, reducing at-risk behaviors such as drug abuse, teen pregnancy, vandalism, or dropping-out. Making young people feel that they matter is "empowering" according to professionals in the field of substance abuse.

Recently awarded a $21,000 grant from the state's Office of Substance Abuse, MAP has hired a part-time project coordinator for "Kids as Planners" programs. David Willauer, a regional planner, has more than 10 years experience with the Outward Bound program. Willauer sees the "Kids as Planners" program as a way of melding planning and societal goals. "Kids at risk tend to be survivors," says Willauer. "They have initiative if they have proper role models and projects they can sink their teeth into. Programs can be designed to benefit youngsters at any age, in school or out, by giving them a sense of ownership in their communities, and thereby raising their self-esteem."

In Bath, City Planner Matt Eddy has undertaken a number of "Kids as Planners" projects, funded in part by the Maine Community Foundation. A doctor's office was to be built near a pond. Seventh graders took on the development as a research project. They interviewed area residents, conducted surveys, and analyzed statistics about the project's impacts. Outgrowths of the project included a play about life in and about the pond and a quilt depicting the pond's evolution in the past century. "All of the school disciplines were involved," says Eddy. "It did take more effort from the planning side than I anticipated, but it was a positive experience for everyone. Even the developer worked closely with the students."

Other projects in Bath included:

— a junior high study of the Kennebec River, focusing on water quality and associated land use. Industrial arts students constructed water-testing equipment, and Bath Iron Works provided a boat for an on-the-river experience;
— mapping 125 acres of city-owned land near Butler Cove. The Cove was a place "at-risk" teens headed to when cutting class. They and their science classmates will present the project to the City Council;
— a "Significant Place" survey of high school students to determine areas of special significance in their city;
— mapping of the borders of the city by an environmental studies class using satellite imagery.

During a water-quality testing session in Bath, one student exclaimed, "You guys have always done all this stuff for us. It's our town; we're the ones that are going to have to run the town after you old guys are all gone. We ought to get a shot at making some decisions about the future!"

Recently, in Lewiston and Auburn, city planners joined educators from the Androscoggin-Sagadahoc County Office of the University of Maine Cooperative Extension in a public forum on "Kids as Planners." Despite inclement weather, more than 20 planners, educators, public officials, and business people met at the Extension Service to hear about the program and to brainstorm other possible projects in the two-county area. Among the projects mentioned were:

— many components of the Lewiston's Comprehensive Parks and Recreation Plan just underway, including scenic inventories, trail system identification, toboggan slide siting and downtown park rehabilitation;
— Auburn Middle School siting project;
— joint L-A library siting project;
— Taylor Pond phosphorus control study;
— children's museum feasibility study;
— riverfront redevelopment;
— "Practicing Civics" school program;
— natural resource inventories done in conjunction with Stanton Bird Club, Thorncrag Bird Sanctuary, and Bates College.

The cities and Extension Service are already coordinating some of the projects. In the planning stage is a New England-wide conference to be funded by the U.S. Office for Substance Abuse Prevention. The long-term effort will be to integrate the "Kids as Planners" program into public, private, and home-school curricula as well as at all grade levels. That in itself presents quite a challenge.

"School systems are systems," says Rosenblum. "They resist change just like we do; they do not want to downgrade work they've been doing by saying something else is better. Our function, it seems to me," he adds, "is not to present them with a *fait accompli*. We must say to teachers, 'Look, these are some of the things going on in your community, like the comprehensive plan, whether it is an open space recreational plan, whether its an opportunity to provide environmental protection that is desperately needed, it doesn't really matter. These are ways you can get your kids involved.'"

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Kids As Planners

by Jim Lysen

With state support for growth management axed, Kids as Planners–a new educational initiative–may be vital to the continuance of local comprehensive planning. The program gets young people involved in their communities' decision making through projects such as water quality studies, mapping, natural resource inventories, and development review. Partly funded by the state's Office of Substance Abuse–if the Kids as Planners program can empower at-risk youth so that they can make better decisions about their lives–both now and as adults–our communities will certainly be much better places to live.

This statewide effort grew out of two 1990 conferences that brought educators and planners together to discuss how youth could take part in planning, and revealed how much they have in common.

> *"Kids at risk tend to be survivors," says Willauer. "They have initiative if they have proper role models and projects they can sink their teeth into."*

The comprehensive planning process draws upon all of the disciplines of a school curriculum; social studies (including geography, sociology, civics and history); mathematics (from arithmetic to statistics); natural sciences (like biology); graphic arts (including photography); and economics, as well as other topics. Thus, the comprehensive plan can serve as a "core curriculum" to involve youth in a practical, integrated, educational experience. Other common ground between teachers and planners is a shared lack of understanding by their communities on what they really do–typically leading to underfunding. During the state's recent budgetary crisis, aid to education was cut and the state support for growth management abandoned.

We heard in MAP's December 1991 newsletter issue from Marvin Rosenblum about the Kids as Planners program.

Recently awarded a $21,000 grant from the state's Office of substance Abuse, MAP has hired a part-time project coordinator for Kids as Planners programs–David Willauer, a regional planner with over ten years experience with the Outward Bound program. Willauer sees the Kids as Planners program as a way of melding planning and societal goals. "Kids at risk tend to be survivors," says Willauer. "They have initiative if they have proper role models and projects they can sink their teeth into. Programs can be designed to benefit youngsters at any age, in school or out, by giving them a sense of ownership in their communities, and thereby raising their self-esteem."

David Willauer's tasks include: 1. Establishing a sustainable, workable, Kids in Planning program, including a network (database) of interested people, resources and other contacts. 2. Provide assistance to communities (teachers and planners) who are interested in getting this program established in their community, either through direct assistance or referring people to others who can help. 3. Get MAP members actively involved in the program through training and/or networking.

In Bath, City Planner Matt Eddy has undertaken a number of Kids as Planner Projects, funded in part by the Maine Community Foundation. (MAP newsletter, December 1991).

Recently in Lewiston and Auburn, the city planners joined educators from Androscoggin-Sagadahoc County Office of the University of Maine Cooperative Extension in a public forum on Kids as Planners. Despite extremely inclement weather, over 20 planners, educators, public officials, and business people met at the Extension Service to hear about the program and to brainstorm about other possible projects in the two-county area. Among the projects mentioned were:

- many components of the City of Lewiston's Comprehensive Parks and Recreation Plan just underway, including scenic inventories, trail system identification, toboggan slide siting and downtown park rehabilitation;
- Auburn Middle School siting project;
- joint L-A library siting project;
- Taylor Pond Phosphorous control study;
- Children's museum feasibility study;
- riverfront redevelopment;
- "Practicing Civics" school program;
- natural resource inventories done in conjunction with Stanton Bird Club, Thorncrag Bird Sanctuary, and Bates College.

The cities and Extension Service are already coordinating some of the projects–some to get underway shortly. In the planning stage is a New England-wide conference to be funded by the U.S. Office of Substance Abuse Prevention. The long-term effort will be to integrate the Kids as Planners program into school curriculum–both public and private–as well as home-schooling, at all grade levels. That in itself presents quite a challenge.

More planners and educators are getting involved and more needs to be done. As time avails itself, please join us. ■

USM Planning Program

(continued from p.2)

without previous professional experience.

Applicants must hold a bachelor's degree from an accredited institution of higher education. Courses are offered in the late afternoon and evenings. All classes are held on the Portland campus of USM. Faculty members include Professor Charles Colgan, former State Economist of Maine, Professor Orlando Delogu, a land use lawyer, and Professor Josie LaPlante, a specialist in public finance. The author, a board member of NNECAPA, taught planning at George Washington University for 14 years before joining the Muskie Institute faculty in 1989. ■

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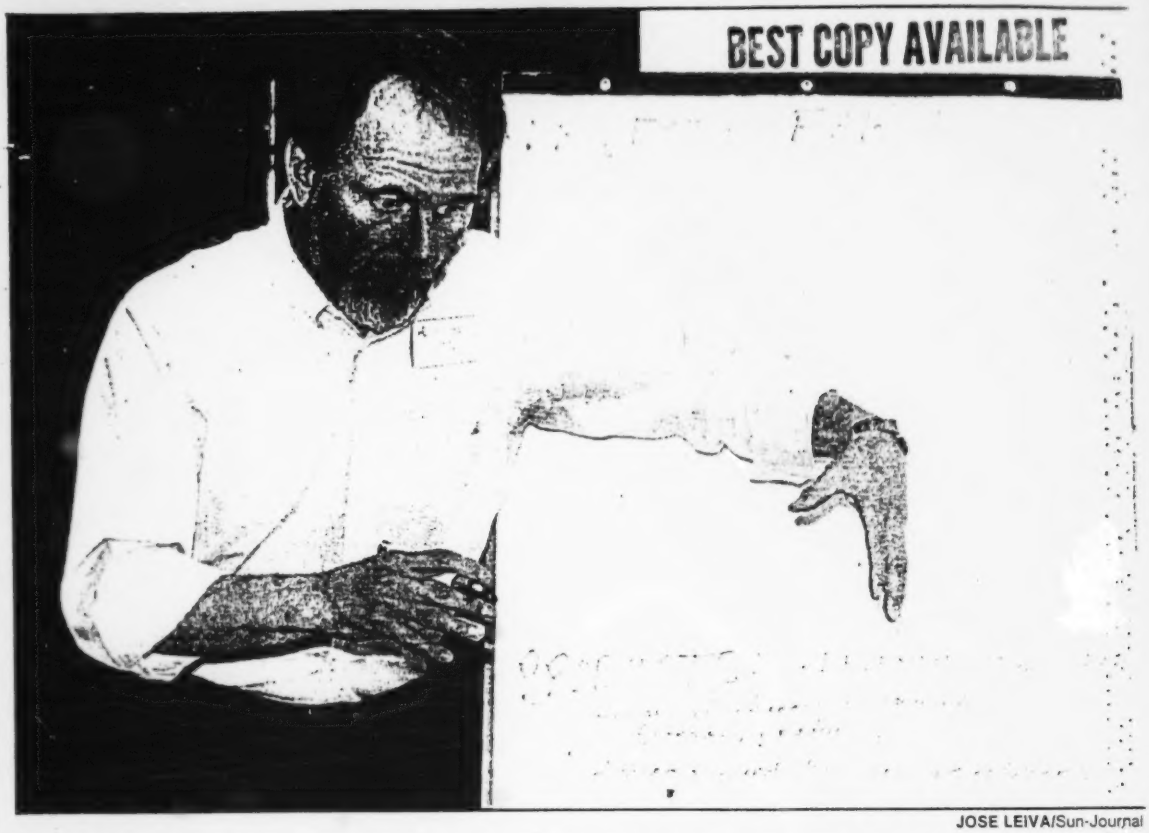

JOSE LEIVA/Sun-Journal

Bob Elliott makes a point at the "Kids as Planners" teacher training session held at Bates College on Friday. The workshop was put on by the University of Maine Cooperative Extension. Area educators, public officials and representatives of youth organizations were invited to hear about each other's needs and resources for "Kids as Planners" projects.

Bates College hosts workshop on 'Kids as Planners' project

By SUSAN JOHNS
Special to the Sun-Journal

LEWISTON — How about planning a farmers' market in Lewiston, or more swimming access in the Twin Cities? A child could do it.

That was the hope behind Friday's training workshop put on by the University of Maine Cooperative Extension, which invited area educators, public officials and representatives of youth organizations to hear about each other's needs and resources for "Kids as Planners" projects.

The event at Bates College's Chase Hall yielded some specific ideas for planning projects, but UMCE representatives stressed networking, opening the lines of communication so that a teacher or youth leader who wants to launch a project will know who in city government and the private sector can guide them.

Lewiston Planning Director James Lysen and Auburn Principal Planner Lee Jay Feldman told about 20 people in Bates College's Chase Hall to contact them with project proposals that need fleshing out. Lysen urged collaboration between the two cities, perhaps through projects involving the Androscoggin River.

Teachers welcomed the concept of a class or youth group taking charge of a planning project, particularly for its potential to prove to kids they can alter their community, not just watch from the sidelines or participate as what Susan Woodward of Thorncrag Bird Sanctuary called "token youth" on a steering committee. "Turn that on its head," Woodward challenged the teachers in one of four groups into which workshop participants divided.

Mary Ann Methvin, who teaches about 80 second- through sixth-graders in the Lewiston school system's gifted and talented program, said some of her students could use the self-esteem boost a community planning project could provide. "We have a large group in the program that do not push themselves. They have the potential, but if they're left to do it by themselves, they're afraid they'll fall behind," she said.

"We see them losing momentum as they get older," Methvin continued. "I think a program like this (Kids as Planners) can make them feel they are a part of it."

The program is part of KIDS Consortium, a private, non-profit organization whose executive director, Marvin Rosenblum, said is housed in state offices and largely funded by a federal grant for substance abuse prevention. KIDS stands for Kids Involved in Doing Service.

Including the Twin Cities, the organization has so far introduced "Kids as Planners" to about a dozen Maine communities and gotten inquiries from people in Minnesota, Colorado, Illinois, Washington state and Washington, D.C., Rosenblum said.

Lewiston Junior High School seventh-grade teacher David Kivus went to Friday's session to see about incorporating a project into the school's ongoing interdisciplinary program. "This is very positive, especially in a city like Lewiston, where we have a lot of at-risk students," Kivus said.

"If we can bring the students a sense of self-worth, it might give them a sense of being part of the community," he said.

ESDAY

lectmen, 7 p.m., Town Of-

tee, 7 p.m., Town Office.
n, 7 p.m., Town Office.
n County Firefighters Asso-
Falls Fire Station.
Review Committee, 7 p.m.,

source Committee, 7 p.m.,

ee, 6:30 p.m., Elementary

payers Association, 7 to 9
ice.
p.m., Town Office.
y, 7 p.m., Wales Central

7 p.m., upstairs, Town Of-

l, 7 p.m., Council Room,

SDAY

Committee, 7 p.m., Town

.m., Stimson Hall.
e, 7 p.m., Town Office.
, 7 p.m., Town Office.
y, 7:30 p.m., Town Office.
, 7 p.m., Town Office.
mission, 7 p.m., Town Of-

mmittee, 7 p.m., Oak Hill

RDAY

a.m., Elementary School.
lect moderator, 8:30 a.m.,

eeting, 9 a.m., Memorial

A P A N E W S

1990 Friends of Florida

Hikers on the Florida National Scenic Trail, which will run 1,300 miles when completed, from the Gulf Islands National Seashore near Pensacola to Everglades National Park. This trail and the state's river corridors will form the backbone of Florida's greenways network, says planner Kent Wimmer of 1000 Friends of Florida.

People and Events

A Boost for Florida Greenways

Nearly 200 planners and environmentalists met at the University of Florida in Gainesville, March 17-19, to brainstorm ideas for a statewide corridor conservation program. The workshop, "Corridors, Greenways, and Landscape Linkages: From Concept to Reality," was cosponsored by APA's Florida chapter, Florida Defenders of the Environment, and the University of Florida's Department of Wildlife.

Florida is in a better position than other states to develop an effective greenways program because of state-mandated comprehensive planning and assertive land-acquisition programs, says Mark Benedict, director of the Florida Greenways Program. The greenways program, created by 1000 Friends of Florida and the National Conservation Fund, serves as an umbrella organization for a number of groups involved in the corridor effort.

Florida chapter president Gail Easley, AICP, notes that greenways and wildlife corridors are significant factors in determining a high quality of life, a major goal of modern comprehensive plans. The workshop will be followed up by a charette, tentatively scheduled for this month, to discuss ways of balancing recreation and conservation in potential corridors.

—PATRICIA PARKER. *Parker is an Orlando-based writer on environmental subjects.*

School Days

The Pennsylvania Chapter of APA, in cooperation with Pennsylvania State University, inaugurated a new "Train the Trainer" program in March. The 20-hour program, being taught at Penn State, is designed to provide experienced planners with the skills necessary to teach the chapter's new eight-hour basic course for planning commissioners. "Train the Trainer" will be taught over two consecutive weekends throughout the year. Both the training program and the basic course are being sponsored by the Pennsylvania chapter in conjunction with the Pennsylvania Department of Community Affairs and the Pennsylvania State University Cooperative Extension. Stanford Lembeck, AICP, associate professor of rural sociology at Penn State, is heading the education effort. For more information on the program, contact Lembeck at 814-865-0455.

EDIS in Michigan

APA's Michigan chapter has awarded a $3,000 grant to Michigan State University's urban planning program to develop an interactive economic development information system. The system will make demographic and economic data on Michigan communities available to all working in the state. It will be demonstrated during the chapter's conference on May 23. For details, contact Jeffrey Purdy at Michigan State, 517-353-9054.

Kid Planners

Planners in Maine are doing their part to help APA achieve its education objectives by involving kids in the planning process. In Bath, APA members are using students to perform the surveys, analysis, and research that will form the basis for updating the town's comprehensive plan. In Kennebunk, students are developing zoning ordinances. These efforts are sponsored by the nonprofit KIDS (Kids Involved Doing Service) Consortium, and funded by the Maine Community Foundation. Organizers plan to produce a video on kids as planners. To learn more about the program, contact David O. Willauer, Project Coordinator, Department of Economic and Community Development, State House Station 130, Augusta, ME 04333; 207-289-6800.

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